#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 1:	19	84	Reading Standards for Literature
Week 1			1. With prompting and support, ask and answer questions about key details in a text.
Mary Wore Her			3. With prompting and support, identify characters, settings, and major events in a story.
Red Dress; Moo			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
Moo, Brown Cow;			story.
The Alphabet			10. Actively engage in group reading activities with purpose and understanding.
Song; and From			
Anne to Zach			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.b. Count, pronounce, blend, and segment syllables in spoken words.
			2.c. Blend and segment onsets and rimes of single-syllable spoken words.
			Writing Standards
			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,
			My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  2.b. Recognize and name end punctuation.  5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 1:	85	139	Reading Standards for Literature
Week 2			1. With prompting and support, ask and answer questions about key details in a text.
I Read Signs; Look			2. With prompting and support, retell familiar stories, including key details.
Out Kindergarten,			3. With prompting and support, identify characters, settings, and major events in a story.
Here I com!; Moo			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
Moo, Brown Cow;			story.
Jazzbo and Googy; and Mary Had a			10. Actively engage in group reading activities with purpose and understanding.
Little Lamb			Reading Standards for Informational Text
			1. With prompting and support, ask and answer questions about key details in a text.
			5. Identify the front cover, back cover, and title page of a book.
			6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.b. Count, pronounce, blend, and segment syllables in spoken words.
			2.c. Blend and segment onsets and rimes of single-syllable spoken words.
			Writing Standards
			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,
			My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they
			name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell
			about the events in the order in which they occurred, and provide a reaction to what happened.

correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.
			Language Standards  1.a. Print many upper- and lowercase letters.  2.b. Recognize and name end punctuation.  5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

### correlated to

<i>Trophies</i> Grade K TE Lessons	From Page	To Page	Standards
Theme 2:	140	216	Reading Standards for Literature
Week 1			1. With prompting and support, ask and answer questions about key details in a text.
Mice Squeak, We			2. With prompting and support, retell familiar stories, including key details.
Speak; Hello Toes!			3. With prompting and support, identify characters, settings, and major events in a story.
Hello Feet!; If			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
You're Happy and			story.
You Know It; and Everything Grows			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.b. Count, pronounce, blend, and segment syllables in spoken words.
			2.c. Blend and segment onsets and rimes of single-syllable spoken words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

#### correlated to

Theme 2:   Week 2   Week 2   Mice Squeak, We   Speak; The Body   Book; Loop de   Loo; and Fingers and Feet   Loo; and Fingers and Feet   Seed in the story.   Seed in the story   Loo; and Fingers and Feet   Seed in the story   Seed in the story   Seed in the story   Seed in the story   Loo; and Fingers and Feet   Seed in the story   Seed in th	Trophies Grade K TE Lessons	From Page	To Page	Standards
	Week 2 Mice Squeak, We Speak; The Body Book; Loop de Loo; and Fingers	217	266	1. With prompting and support, ask and answer questions about key details in a text.  2. With prompting and support, retell familiar stories, including key details.  3. With prompting and support, identify characters, settings, and major events in a story.  5. Recognize common types of texts (e.g., storybooks, poems).  6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  10. Actively engage in group reading activities with purpose and understanding.  Reading Standards for Informational Text  1. With prompting and support, ask and answer questions about key details in a text.  5. Identify the front cover, back cover, and title page of a book.  6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  10. Actively engage in group reading activities with purpose and understanding.  Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.a. Recognize and produce rhyming words.  2.c. Blend and segment onsets and rimes of single-syllable spoken words.  2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 2:	267	315	Reading Standards for Literature
Week 3			1. With prompting and support, ask and answer questions about key details in a text.
The Body Book;			2. With prompting and support, retell familiar stories, including key details.
Mother, Mother, I			3. With prompting and support, identify characters, settings, and major events in a story.
Want Another;			5. Recognize common types of texts (e.g., storybooks, poems).
Mice Squeak, We			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
Speak; I Am; and			story.
Head, Shoulders, Knees, and Toes			10. Actively engage in group reading activities with purpose and understanding.
1111003, 4114 2 0 0 0			Reading Standards for Informational Text
			1. With prompting and support, ask and answer questions about key details in a text.
			2. With prompting and support, identify the main topic and retell key details of a text.
			5. Identify the front cover, back cover, and title page of a book.
			6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.c. Blend and segment onsets and rimes of single-syllable spoken words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
			3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 3:	316	392	Reading Standards for Literature
Week 1			1. With prompting and support, ask and answer questions about key details in a text.
Peanut Butter and			2. With prompting and support, retell familiar stories, including key details.
Jelly; The			3. With prompting and support, identify characters, settings, and major events in a story.
Gingerbread Man;			5. Recognize common types of texts (e.g., storybooks, poems).
Bunny Cakes; and			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
The Kitchen Sink			story.
Song			7. With prompting and support, describe the relationship between illustrations and the story in which they appear
			(e.g., what moment in a story an illustration depicts).  10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.b. Count, pronounce, blend, and segment syllables in spoken words.
			2.c. Blend and segment onsets and rimes of single-syllable spoken words.  2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  5.c. Identify real-life connections between words and their use (e.g., note places at school that are c

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 3:	393	438	Reading Standards for Literature
Week 2			1. With prompting and support, ask and answer questions about key details in a text.
Peanut Butter and			2. With prompting and support, retell familiar stories, including key details.
Jelly; Hold the			3. With prompting and support, identify characters, settings, and major events in a story.
Anchovies!;			5. Recognize common types of texts (e.g., storybooks, poems).
Yellow Butter; and Old Mister Rabbit			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Old Mister Rabbit			7. With prompting and support, describe the relationship between illustrations and the story in which they appear
			(e.g., what moment in a story an illustration depicts).
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards for Informational Text
			1. With prompting and support, ask and answer questions about key details in a text.
			2. With prompting and support, identify the main topic and retell key details of a text.
			5. Identify the front cover, back cover, and title page of a book.
			6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.b. Count, pronounce, blend, and segment syllables in spoken words.
			2.c. Blend and segment onsets and rimes of single-syllable spoken words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-
			vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of
			the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
			Writing Standards

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#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  5. C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 3:	439	483	Reading Standards for Literature
Week 3			1. With prompting and support, ask and answer questions about key details in a text.
Hold the			2. With prompting and support, retell familiar stories, including key details.
Anchovies!; Stone			3. With prompting and support, identify characters, settings, and major events in a story.
Soup; Peanut			5. Recognize common types of texts (e.g., storybooks, poems).
Butter and Jelly;			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
Sam and Pam; and			story.
Dig a Little Hole			7. With prompting and support, describe the relationship between illustrations and the story in which they appear
			(e.g., what moment in a story an illustration depicts).
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards for Informational Text
			1. With prompting and support, ask and answer questions about key details in a text.
			2. With prompting and support, identify the main topic and retell key details of a text.
			4. With prompting and support, ask and answer questions about unknown words in a text.
			5. Identify the front cover, back cover, and title page of a book.
			6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.b. Count, pronounce, blend, and segment syllables in spoken words.
			2.c. Blend and segment onsets and rimes of single-syllable spoken words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-
			vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of
			the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 4:	484	560	Reading Standards for Literature
Week 1			1. With prompting and support, ask and answer questions about key details in a text.
Warthogs in the			2. With prompting and support, retell familiar stories, including key details.
Kitchen; The			3. With prompting and support, identify characters, settings, and major events in a story.
Crayon Box That			4. Ask and answer questions about unknown words in a text.
Talked; Five Little			5. Recognize common types of texts (e.g., storybooks, poems).
Monkeys; and Aiken Drum			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
12			7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.b. Count, pronounce, blend, and segment syllables in spoken words.
			2.c. Blend and segment onsets and rimes of single-syllable spoken words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards
			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,
			My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell
			about the events in the order in which they occurred, and provide a reaction to what happened.
			5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
			7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and
			express opinions about them).
			8. With guidance and support from adults, recall information from experiences or gather information from provided
			sources to answer a question.
			Speaking and Listening Standards
			2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and
			answering questions about key details and requesting clarification if something is not understood.
			3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
			4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
			5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
			6. Speak audibly and express thoughts, feelings, and ideas clearly.
			Language Standards
			1.a. Print many upper- and lowercase letters.
			1.b. Use frequently occurring nouns and verbs.
			1.f. Produce and expand complete sentences in shared language activities.
			2.b. Recognize and name end punctuation.
			2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
			5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 4:	561	606	Reading Standards for Literature
Week 2			1. With prompting and support, ask and answer questions about key details in a text.
Warthogs in the			2. With prompting and support, retell familiar stories, including key details.
Kitchen; I Took			3. With prompting and support, identify characters, settings, and major events in a story.
My Frog to the			4. Ask and answer questions about unknown words in a text.
Library; What Did			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
You Pur in Your			story.
Pocket?; and			9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Bingo			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.b. Count, pronounce, blend, and segment syllables in spoken words.  2.c. Blend and segment onsets and rimes of single-syllable spoken words.  2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 4:	607	654	Reading Standards for Literature
Week 3			1. With prompting and support, ask and answer questions about key details in a text.
I Took My Frog to			2. With prompting and support, retell familiar stories, including key details.
the Library; The			3. With prompting and support, identify characters, settings, and major events in a story.
Terrible			4. Ask and answer questions about unknown words in a text.
Tragadabas;			5. Recognize common types of texts (e.g., storybooks, poems).
Warthogs in the			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
Kitchen; Down by			story.
the Bay; and			10. Actively engage in group reading activities with purpose and understanding.
Emily's House			
·			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.b. Count, pronounce, blend, and segment syllables in spoken words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-
			vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of
			the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			<ul> <li>Writing Standards</li> <li>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).</li> <li>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> <li>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>Speaking and Listening Standards</li> <li>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>6. Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>Language Standards</li> <li>1.a. Print many upper- and lowercase letters.</li> <li>1.b. Use frequently occurring nouns and verbs.</li> <li>1.f. Produce and expand complete sentences in shared language activities.</li> <li>2.b. Recognize and name end punctuation.</li> <li>2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>5.c. Identify real-life connections between words and their use (e.g., note</li></ul>

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 5:	19	78	Reading Standards for Literature
Week 1			1. With prompting and support, ask and answer questions about key details in a text.
Off We Go!; A			2. With prompting and support, retell familiar stories, including key details.
Birthday Basket			3. With prompting and support, identify characters, settings, and major events in a story.
for Tia; Let's Go			4. Ask and answer questions about unknown words in a text.
Froggy!; and			5. Recognize common types of texts (e.g., storybooks, poems).
Winter Birds			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
			3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
			Writing Standards
			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,
			My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they
			name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell
			about the events in the order in which they occurred, and provide a reaction to what happened.
			Speaking and Listening Standards

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correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).  5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 5:	79	124	Reading Standards for Literature
Week 2			1. With prompting and support, ask and answer questions about key details in a text.
Off We Go!; Dear			2. With prompting and support, retell familiar stories, including key details.
Juno; The Three			3. With prompting and support, identify characters, settings, and major events in a story.
Bears; and The			4. Ask and answer questions about unknown words in a text.
Very Nicest Place			5. Recognize common types of texts (e.g., storybooks, poems).
			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
			story.
			7. With prompting and support, describe the relationship between illustrations and the story in which they appear
			(e.g., what moment in a story an illustration depicts).
			9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of
			the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
			3.0. Associate the long and short sounds with common spennings (graphenies) for the five major vowers.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 5:	125	169	Reading Standards for Literature
Week 3			1. With prompting and support, ask and answer questions about key details in a text.
Dear Juno;			2. With prompting and support, retell familiar stories, including key details.
Jamaica's Find;			3. With prompting and support, identify characters, settings, and major events in a story.
Off We Go!;			4. Ask and answer questions about unknown words in a text.
Grandfather and I;			5. Recognize common types of texts (e.g., storybooks, poems).
and The Three Little Pigs			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
			7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
			9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.d. Disting

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 6:	189	248	Reading Standards for Literature
Week 1			1. With prompting and support, ask and answer questions about key details in a text.
Does a Kangaroo			2. With prompting and support, retell familiar stories, including key details.
Have a Mother,			3. With prompting and support, identify characters, settings, and major events in a story.
Too?; Are You			4. Ask and answer questions about unknown words in a text.
There, Baby			5. Recognize common types of texts (e.g., storybooks, poems).
Bear?; The Three			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
Billy-Goats Gruff;			story.
and Five Speckled			10. Actively engage in group reading activities with purpose and understanding.
Frogs			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-
			vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
			3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
			Writing Standards
			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,
			My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they
			name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell
			about the events in the order in which they occurred, and provide a reaction to what happened.
			Speaking and Listening Standards

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correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 6:	249	294	Reading Standards for Literature
Week 2			1. With prompting and support, ask and answer questions about key details in a text.
Does a Kangaroo			2. With prompting and support, retell familiar stories, including key details.
Have a Mother,			3. With prompting and support, identify characters, settings, and major events in a story.
Too?; A Time for			4. Ask and answer questions about unknown words in a text.
Playing; Chicken			5. Recognize common types of texts (e.g., storybooks, poems).
Forgets; and Mary Had a Little Lamb			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
Haa a Luue Lamo			story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.a. Recognize and produce rhyming words.  2.b. Count, pronounce, blend, and segment syllables in spoken words.  2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,
			My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they
			name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
			Speaking and Listening Standards
			2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and
			answering questions about key details and requesting clarification if something is not understood.
			3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
			4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
			<ul><li>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li><li>6. Speak audibly and express thoughts, feelings, and ideas clearly.</li></ul>
			<u>Language Standards</u>
			1.a. Print many upper- and lowercase letters.
			1.b. Use frequently occurring nouns and verbs.
			<ul><li>1.f. Produce and expand complete sentences in shared language activities.</li><li>2.b. Recognize and name end punctuation.</li></ul>
			2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
			2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
			5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance)
			by acting out the meanings.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 6:	295	339	Reading Standards for Literature
Week 3			1. With prompting and support, ask and answer questions about key details in a text.
A Time for			2. With prompting and support, retell familiar stories, including key details.
Playing; The Town			3. With prompting and support, identify characters, settings, and major events in a story.
Mouse and the			4. Ask and answer questions about unknown words in a text.
Country Mouse;			5. Recognize common types of texts (e.g., storybooks, poems).
Does a Kangaroo			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
Have a Mother,			story.
Too?; The Kitty			7. With prompting and support, describe the relationship between illustrations and the story in which they appear
Ran Up the Tree;			(e.g., what moment in a story an illustration depicts).
and Five Little			10. Actively engage in group reading activities with purpose and understanding.
Pigs			
			Reading Standards for Informational Text
			1. With prompting and support, ask and answer questions about key details in a text.
			2. With prompting and support, identify the main topic and retell key details of a text.
			3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of
			information in a text.
			5. Identify the front cover, back cover, and title page of a book.
			6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
			7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g.,
			what person, place, thing, or idea in the text an illustration depicts).
			10. Actively engage in group reading activities with purpose and understanding.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.a. Recognize and produce rhyming words.  2.b. Count, pronounce, blend, and segment syllables in spoken words.  2.c. Blend and segment onsets and rimes of single-syllable spoken words.  2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 7:	359	416	Reading Standards for Literature
Week 1			1. With prompting and support, ask and answer questions about key details in a text.
Look Closer;			2. With prompting and support, retell familiar stories, including key details.
Butterfly; The Ants			3. With prompting and support, identify characters, settings, and major events in a story.
and the			4. Ask and answer questions about unknown words in a text.
Grasshopper; and			5. Recognize common types of texts (e.g., storybooks, poems).
Fuzzy Wuzzy,			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
Creepy Crawly			story.
			7. With prompting and support, describe the relationship between illustrations and the story in which they appear
			(e.g., what moment in a story an illustration depicts).
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards for Informational Text
			1. With prompting and support, ask and answer questions about key details in a text.
			2. With prompting and support, identify the main topic and retell key details of a text.
			3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
			4. With prompting and support, ask and answer questions about unknown words in a text.
			5. Identify the front cover, back cover, and title page of a book.
			6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
			7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g.,
			what person, place, thing, or idea in the text an illustration depicts).
			10. Actively engage in group reading activities with purpose and understanding.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Grade K			Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
			Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.

### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance)
			by acting out the meanings.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 7:	417	462	Reading Standards for Literature
Week 2			1. With prompting and support, ask and answer questions about key details in a text.
Look Closer;			2. With prompting and support, retell familiar stories, including key details.
Wonderful Worms;			3. With prompting and support, identify characters, settings, and major events in a story.
Anansi and the			4. Ask and answer questions about unknown words in a text.
Biggest, Sweetest			5. Recognize common types of texts (e.g., storybooks, poems).
Melon; and When			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
It Comes to Bugs			story.
			7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
			10. Actively engage in group reading activities with purpose and understanding.
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of
			the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
			3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,
			My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they
			name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell
			about the events in the order in which they occurred, and provide a reaction to what happened.

correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 7:	463	507	Reading Standards for Literature
Week 3			1. With prompting and support, ask and answer questions about key details in a text.
Wonderful Worms;			2. With prompting and support, retell familiar stories, including key details.
The Fearsome			3. With prompting and support, identify characters, settings, and major events in a story.
Beast; Look			4. Ask and answer questions about unknown words in a text.
Closer; Eency			5. Recognize common types of texts (e.g., storybooks, poems).
Weency Spider;			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
and The Ants			story.
Came Marching			7. With prompting and support, describe the relationship between illustrations and the story in which they appear
			(e.g., what moment in a story an illustration depicts).
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting

#### correlated to

Theme 8:   See   See   See   See   Needing Standards for Literature	Trophies Grade K TE Lessons	From Page	To Page	Standards
3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Week 1 Walking Through the Jungle; Elmer; The Rooster Who Went to His Uncle's Wedding; and The Bear Went Over the	527	586	1. With prompting and support, ask and answer questions about key details in a text.  2. With prompting and support, identify characters, including key details.  3. With prompting and support, identify characters, settings, and major events in a story.  4. Ask and answer questions about unknown words in a text.  5. Recognize common types of texts (e.g., storybooks, poems).  6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  10. Actively engage in group reading activities with purpose and understanding.  Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.a. Recognize and produce rhyming words.  2.b. Count, pronounce, blend, and segment syllables in spoken words.  2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /rl/, or /xl/.)  2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,
			My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they
			name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
			Speaking and Listening Standards
			2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and
			answering questions about key details and requesting clarification if something is not understood.
			3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
			4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
			<ul><li>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li><li>6. Speak audibly and express thoughts, feelings, and ideas clearly.</li></ul>
			or openic and original original recommendation of the second or original second original second or original second or original second original
			<u>Language Standards</u>
			1.a. Print many upper- and lowercase letters.
			1.b. Use frequently occurring nouns and verbs.
			1.f. Produce and expand complete sentences in shared language activities.
			2.b. Recognize and name end punctuation. 2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
			2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
			5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance)
			by acting out the meanings.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 8: Week 2 Walking Through the Jungle; So Say Little Monkeys; Counting Crocodiles; and The Little Turtle	587	632	Reading Standards for Literature  1. With prompting and support, ask and answer questions about key details in a text.  2. With prompting and support, retell familiar stories, including key details.  3. With prompting and support, identify characters, settings, and major events in a story.  4. Ask and answer questions about unknown words in a text.  5. Recognize common types of texts (e.g., storybooks, poems).  6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  10. Actively engage in group reading activities with purpose and understanding.  Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.a. Recognize and produce rhyming words.  2.c. Blend and segment onsets and rimes of single-syllable spoken words.  2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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(-rada K	From Page	To Page	Standards
			<ol> <li>Writing Standards</li> <li>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).</li> <li>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> <li>Speaking and Listening Standards</li> <li>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>Application of the visual displays to descriptions as desired to provide additional detail.</li> <li>Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>Language Standards</li> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Produce and expand complete sentences in shared language activities.</li> <li>Recognize and name end punctuation.</li> <li>Recognize and name end punctuation.</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>Sont common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>Distinguish shades of meaning among verbs describing the</li></ol>

### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
	633	675	Reading Standards for Literature  1. With prompting and support, ask and answer questions about key details in a text.  2. With prompting and support, identify characters, sincluding key details.  3. With prompting and support, identify characters, settings, and major events in a story.  4. Ask and answer questions about unknown words in a text.  5. Recognize common types of texts (e.g., storybooks, poems).  6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  10. Actively engage in group reading activities with purpose and understanding.  Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with //, /r/, or /x/.)  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards
			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,
			My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
			5. With guidance and support from adults, respond to questions and suggestions from peers and add details to
			strengthen writing as needed.
			6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including
			in collaboration with peers.
			Speaking and Listening Standards
			2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and
			answering questions about key details and requesting clarification if something is not understood.
			3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
			4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
			5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
			6. Speak audibly and express thoughts, feelings, and ideas clearly.
			Language Standards
			1.a. Print many upper- and lowercase letters.
			1.b. Use frequently occurring nouns and verbs.
			1.f. Produce and expand complete sentences in shared language activities.
			2.b. Recognize and name end punctuation.
			2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
			2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
			5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
			5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance)
			by acting out the meanings.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 9:	19	78	Reading Standards for Literature
Week 1			1. With prompting and support, ask and answer questions about key details in a text.
The Shape of			2. With prompting and support, retell familiar stories, including key details.
Things; Benny's			3. With prompting and support, identify characters, settings, and major events in a story.
Pennies; The			4. Ask and answer questions about unknown words in a text.
Shoemaker and the			5. Recognize common types of texts (e.g., storybooks, poems).
Elves; and Mr. Backward			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Buckwara			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-
			vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
			3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
			Writing Standards
			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,
			My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they
			name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell
			about the events in the order in which they occurred, and provide a reaction to what happened.
			Speaking and Listening Standards

### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			<ol> <li>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ol> Language Standards <ol> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Produce and expand complete sentences in shared language activities.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> </ol>

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 9:	79	124	Reading Standards for Literature
Week 2			1. With prompting and support, ask and answer questions about key details in a text.
The Shape of			2. With prompting and support, retell familiar stories, including key details.
Things; Good-Bye			3. With prompting and support, identify characters, settings, and major events in a story.
Hello; My Pet			4. Ask and answer questions about unknown words in a text.
Spider; and Down			5. Recognize common types of texts (e.g., storybooks, poems).
by the Bay			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
			story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
			Writing Standards
			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they
			name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell
			about the events in the order in which they occurred, and provide a reaction to what happened.

correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 9:	125	167	Reading Standards for Literature
Week 3			1. With prompting and support, ask and answer questions about key details in a text.
Good-Bye Hello;			2. With prompting and support, retell familiar stories, including key details.
Caps for Sale; The			3. With prompting and support, identify characters, settings, and major events in a story.
Shape of Things;			4. Ask and answer questions about unknown words in a text.
Old Mister Rabbit;			5. Recognize common types of texts (e.g., storybooks, poems).
and Sing a Song of People			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
			7. With prompting and support, describe the relationship between illustrations and the story in which they appear
			(e.g., what moment in a story an illustration depicts).
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, pr

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 10:	189	248	Reading Standards for Literature
Week 1			1. With prompting and support, ask and answer questions about key details in a text.
The Big Yellow			2. With prompting and support, retell familiar stories, including key details.
Bus; Career Day;			3. With prompting and support, identify characters, settings, and major events in a story.
Mother, Mother, I			4. Ask and answer questions about unknown words in a text.
Want Another; and			5. Recognize common types of texts (e.g., storybooks, poems).
The Bus Song			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
			story. 10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.b. Count, pronounce, blend, and segment syllables in spoken words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards
			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,
			My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they
			name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
			Speaking and Listening Standards
			2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and
			answering questions about key details and requesting clarification if something is not understood.
			3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
			4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
			5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
			6. Speak audibly and express thoughts, feelings, and ideas clearly.
			<u>Language Standards</u>
			1.a. Print many upper- and lowercase letters.
			1.b. Use frequently occurring nouns and verbs.
			1.f. Produce and expand complete sentences in shared language activities.
			2.b. Recognize and name end punctuation. 2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
			2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
			5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance)
			by acting out the meanings.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 10:	249	294	Reading Standards for Literature
Week 2			1. With prompting and support, ask and answer questions about key details in a text.
The Big Yellow			2. With prompting and support, retell familiar stories, including key details.
Bus; Guess Who?;			3. With prompting and support, identify characters, settings, and major events in a story.
Franklin in the			4. Ask and answer questions about unknown words in a text.
Dark; and			5. Recognize common types of texts (e.g., storybooks, poems).
Jamaica's Find			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards for Informational Text
			1. With prompting and support, ask and answer questions about key details in a text.
			2. With prompting and support, identify the main topic and retell key details of a text.
			3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of
			information in a text.
			4. With prompting and support, ask and answer questions about unknown words in a text.
			5. Identify the front cover, back cover, and title page of a book.
			6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-
			vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of
			the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
			Writing Standards

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correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 10:	295	337	Reading Standards for Literature
Week 3			1. With prompting and support, ask and answer questions about key details in a text.
Guess Who?; The			2. With prompting and support, retell familiar stories, including key details.
Town Mouse and			3. With prompting and support, identify characters, settings, and major events in a story.
the Country			4. Ask and answer questions about unknown words in a text.
Mouse; The Big			5. Recognize common types of texts (e.g., storybooks, poems).
Yellow Bus; This			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
Is the Way We Go			story.
to School; and Stone Soup			10. Actively engage in group reading activities with purpose and understanding.
Sione Soup			Reading Standards for Informational Text
			1. With prompting and support, ask and answer questions about key details in a text.
			2. With prompting and support, identify the main topic and retell key details of a text.
			3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of
			information in a text.
			4. With prompting and support, ask and answer questions about unknown words in a text.
			5. Identify the front cover, back cover, and title page of a book.
			6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-
			vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of
			the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 11:	359	416	Reading Standards for Literature
Week 1			1. With prompting and support, ask and answer questions about key details in a text.
Five Little Ducks;			2. With prompting and support, retell familiar stories, including key details.
Come Along,			3. With prompting and support, identify characters, settings, and major events in a story.
Daisy!; Bear in			4. Ask and answer questions about unknown words in a text.
There; and The			5. Recognize common types of texts (e.g., storybooks, poems).
Bear Went Over			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the
the Mountain			story.
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
			1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.a. Recognize and produce rhyming words.
			2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-
			vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of
			the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
			3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
			Writing Standards
			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the
			topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,
			My favorite book is).
			2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they
			name what they are writing about and supply some information about the topic.
			3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell
			about the events in the order in which they occurred, and provide a reaction to what happened.

correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
			Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 11:	417	462	Reading Standards for Literature
Week 2			1. With prompting and support, ask and answer questions about key details in a text.
Five Little Ducks;			2. With prompting and support, retell familiar stories, including key details.
What's What?;			3. With prompting and support, identify characters, settings, and major events in a story.
Henny Penny; and			4. Ask and answer questions about unknown words in a text.
The Little Turtle			5. Recognize common types of texts (e.g., storybooks, poems).
			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
			7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards for Informational Text  1. With prompting and support, ask and answer questions about key details in a text.  4. With prompting and support, ask and answer questions about unknown words in a text.  5. Identify the front cover, back cover, and title page of a book.  6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  Writing Standards

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correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
1 E Lessons			1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance)
			by acting out the meanings.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 11: Week 3 What's What?; Chicken Forgets; Five Little Ducks; Kitchen Sink- Song; and Blame	463	505	Reading Standards for Literature  1. With prompting and support, ask and answer questions about key details in a text.  2. With prompting and support, retell familiar stories, including key details.  3. With prompting and support, identify characters, settings, and major events in a story.  4. Ask and answer questions about unknown words in a text.  5. Recognize common types of texts (e.g., storybooks, poems).  6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  10. Actively engage in group reading activities with purpose and understanding.  Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.a. Recognize and produce rhyming words.  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
T E ECSSONS			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.d. Disting

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Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 12:	527	584	Reading Standards for Literature
Week 1			1. With prompting and support, ask and answer questions about key details in a text.
Splash in the			2. With prompting and support, retell familiar stories, including key details.
Ocean!; Fish			3. With prompting and support, identify characters, settings, and major events in a story.
Faces; A House by the Sea; and The			<ul><li>4. Ask and answer questions about unknown words in a text.</li><li>5. Recognize common types of texts (e.g., storybooks, poems).</li></ul>
Little Fishes			
Little Fishes			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
			7. With prompting and support, describe the relationship between illustrations and the story in which they appear
			(e.g., what moment in a story an illustration depicts).
			9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards for Informational Text
			1. With prompting and support, ask and answer questions about key details in a text.
			3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of
			information in a text.
			4. With prompting and support, ask and answer questions about unknown words in a text.
			5. Identify the front cover, back cover, and title page of a book.
			6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
			7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g.,
			what person, place, thing, or idea in the text an illustration depicts).
			10. Actively engage in group reading activities with purpose and understanding.

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Trophies Grade K TE Lessons	From Page	To Page	Standards
			Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.b. Count, pronounce, blend, and segment syllables in spoken words.  2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  8. With guidance and support from adults, recall information from experiences or gather information from provided sources to

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Trophies Grade K TE Lessons	From Page	To Page	Standards
			Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

#### correlated to

Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 12:	585	630	Reading Standards for Literature
Week 2			1. With prompting and support, ask and answer questions about key details in a text.
Splash in the			2. With prompting and support, retell familiar stories, including key details.
Ocean!; Swimmy;			3. With prompting and support, identify characters, settings, and major events in a story.
There's a Hole in			4. Ask and answer questions about unknown words in a text.
the Middle of the			5. Recognize common types of texts (e.g., storybooks, poems).
Sea; and The Little Fishes			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
1 isites			7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
			10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills  1.a. Follow words from left to right, top to bottom, and page by page.  1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.  1.d. Recognize and name all upper- and lowercase letters of the alphabet.  2.a. Recognize and produce rhyming words.  2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  Speaking and Listening Standards

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Trophies Grade K TE Lessons	From Page	To Page	Standards
			2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.  Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

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Trophies Grade K TE Lessons	From Page	To Page	Standards
Theme 12:	631	673	Reading Standards for Literature
Week 3			1. With prompting and support, ask and answer questions about key details in a text.
Swimmy; The			2. With prompting and support, retell familiar stories, including key details.
Seachosre Noisy			3. With prompting and support, identify characters, settings, and major events in a story.
Book; Splash in			4. Ask and answer questions about unknown words in a text.
the Ocean!; and If			5. Recognize common types of texts (e.g., storybooks, poems).
You Ever			6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
			7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
			9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  10. Actively engage in group reading activities with purpose and understanding.
			Reading Standards: Foundational Skills
			1.a. Follow words from left to right, top to bottom, and page by page.
			1.b. Recognize that spoken words are represented in written language by specific sequences of letters.  1.c. Understand that words are separated by spaces in print.
			1.d. Recognize and name all upper- and lowercase letters of the alphabet.
			2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
			3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of
			the most frequent sound for each consonant.
			3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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			Writing Standards  1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Speaking and Listening Standards  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.

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Trophies Grade K TE Lessons	From Page	To Page	Standards
			Language Standards  1.a. Print many upper- and lowercase letters.  1.b. Use frequently occurring nouns and verbs.  1.f. Produce and expand complete sentences in shared language activities.  2.b. Recognize and name end punctuation.  2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance)
			by acting out the meanings.